



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	08X123
School Name:	J.H.S. 123 JAMES M. KIERAN
Principal:	RICHARD HALLENBECK JR

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: James M. Kiernan School of Arts & Humanities School Number (DBN): 08X123

Grades Served: 6th, 7th, 8th

School Address: 1025 Morrison Avenue

Phone Number: 718-328-2105 Fax: 718-328-8561

School Contact Person: Richard Hallenbeck, Jr. Email Address: RHallenbeckJR@schools.nyc.gov

Principal: Richard Hallenbeck, Jr.

UFT Chapter Leader: Tawanna Smith

Parents' Association President: Isaura Vazquez

SLT Chairperson: _____

Title I Parent Representative (or Parent Advisory Council Chairperson): ISaura Valentin

Student Representative(s): _____

CBO Representative: Margaret Prisinzano

District Information

District: 08 Superintendent: Dr. Karen Ames

Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462

Superintendent's Email Address: kames@schools.nyc.gov

Phone Number: 212-935-3783 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458

Director's Email Address: Jruiz2@schools.nyc.gov

Phone Number: 718-828-7403 Fax: 718-828-2116

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Richard Hallenbeck , Jr.	*Principal or Designee	
X	Tawanna Smith	*UFT Chapter Leader or Designee	
X	Isaura Vazquez	*PA/PTA President or Designated Co-President	
X	Yazmin Dennis	DC 37 Representative (staff), if applicable	
X	Isaura Valentin	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Margaret Priszano	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Myrta Galarza	Staff	
X	Eldridrika Cummings	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
		Staff/Parent/Other Contributor	
X	Carmen Rivera	Parent	
X	Monique Redwood	Teacher	
X	Sarah Adams	Teacher	
	Elizabeth Byers	Staff/Parent/Other Contributor	
	Samuel Cho	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Our current mission statement at James M. Kiernan School of Arts & Humanities is to provide our students an enriched and coherent liberal arts program through the integration of the cultural arts and the support of cultural institutions throughout New York City. Together with the support and encouragement of our parents, professional collaborations, students will be prepared to have the knowledge to succeed academically throughout high school and college to be a positive force in our world. Our entire school community is fiercely dedicated to the development of our students' abilities and talents, their positive self-concept, their emerging sense of self-determination and responsibility, and their understanding of and concern for our global community. We believe we are presenting enriched instruction supported by the cultural arts. We are convinced that by working together with our students' families and the larger community, we will enable our students to excel academically and inspire them to act as profound contributors to the shaping of our 21st century world [PL3] .

James M. Kiernan School of Arts & Humanities is a middle school located in the Soundview section on the South Bronx. Our current enrollment is 413; 74% are Hispanic, 24% are African American, 1.6% are Asian or Alaskan American. Twenty percent of students are Limited English Proficient (LEP) and 28% are Students with Disabilities (SWD). Our attendance rate is impacted by several key factors. Many of our students, from 27% to 40%, are in temporary/transitional housing or living in one apartment with multiple families. These housing factors in the community impact our attendance rates which fall below 90%. According to the 2013-2014 Middle School Snapshot, 45% of our students have less than 90% attendance compared to 23% citywide. According to The Framework for Great Schools, James M. Kiernan School of Arts & Humanities made minimal to no gains in student achievement in Mathematics (3% proficiency) and English Language Arts (7% proficiency).

According to the NYC School Survey 2013-2014, the majority of parents and students feel that James M. Kiernan School of Arts & Humanities is providing a supportive environment for learning. According to the NYC School Survey 2013-2014, our challenges are to provide rigorous instruction to elevate student achievement using effective school leadership to foster collaborative teaching and to strengthen family community ties that will build stakeholders capacity to work towards the shared goal of improving student outcome. All special population students require flexible scheduling and knowledgeable pedagogues to deliver CCLS aligned curriculum and instructional practices. Additionally, in order to meet the needs of our students we need to provide supplementary support and resources such as regular access to innovated technology, life skills, and career experiences [PL4] .

The James M. Kiernan School of Arts & Humanities has been designated as a New York City Renewal School and will become a Community School in partnership with Leake and Watts Services, Inc. Through the Renewal process there will be a number of strategic collaborations that will support academic achievement and social emotional growth. We currently have strategic collaborations and will continue these partnerships with:

- City Year/ MSQI / TASC – To provide small group support for mathematics and ELA .
- New York Historical Society – To compliment the social studies curriculum by providing instruction to students at the New York Historical Society utilizing historical artifacts and documents.

- Urban Advantage – To provide a professional development to Science Teachers
- Generation Ready – To provide professional development to ELA Teachers, mathematics teachers, and social studies teachers.
- Queens College – To provide professional development to social studies teachers.
- Cooperative Healthy Active Motivated Positive Students (CHAMPS).
- Studio In The School – To provide students with the opportunity to work with the artist creating projects integrated in social studies curriculum and aligned with the New York City Blueprint for the Arts.

James M. Kiernan School of Arts & Humanities will have a core belief that all students can improve their capacity for learning by an enriched liberal arts based academic program. As a renewal school the Extended Learning Time will provide enriched opportunities focusing on literacy development as well as having the ability to provide additional periods in content area subjects. Teachers and the CBO support organization can develop small groups targeted to learning needs based on formative math or English Language Arts data. Teachers will also have the opportunity to begin developing a test prep period that will introduce students to the format of the English Language Arts and mathematics state wide assessment. The ELT will also be utilized to measure student progress in reading through Degrees of Reading Power assessments.

As part of our mission, James M. Kiernan School of Arts & Humanities believes that all students should graduate prepared for high school on the path for college and career readiness. In order to accomplish this we are committed to align professional development, teacher performance and supervisory observations in a manner that will positively account for academic growth as evidenced by student performance on state assessments as well as formative and summative assessments in the classroom. Through meaningful professional development and supervision, our Instructional goals will be addressed and monitored in order increase student performance. Our collaboration with our partners will help us achieve the overall mission of preparing students for their high school careers and future educational/employment goals.

In March a new interim acting principal was assigned. At that time, a robust professional development plan was created where the school employed two staff developers from Generation Ready and the former Dean of Social Studies at Queens College. Their work involved training teachers on how to best improve classroom practice in English Language Arts, mathematics, and social studies. Their work also began to align curriculum and promote collaboration among teacher to increase student achievement. As a result the area that has shown the most success in the framework has been increasing the supportive environment for teachers and increasing the rigor within the classroom. The remaining challenge will be to translate this increased support and increased rigor into improved student achievement.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The HEDI rating for Tenet 3 Statement of Practice indicates that the four subgroups are all rated developing. This information in the HEDI rating also is reflected with a rating of developing on our 2014-2015 Quality Review Report Instructional Core (1.1), “ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards.” Other supporting data for this rating includes a 7% student proficiency rates for 2013-2014 NYS ELA exam.</p> <p>In order to meet the needs of the students, we must improve differentiation of instruction and increase student choice. Currently teachers engage in whole class instruction. There is inconsistent evidence or access to the use of classroom libraries or independent reading materials at the students’ reading level. Planning is relegated to the information prescribed in adopted core curriculum. The program in place adheres to group-directed activities which do not foster engagement, student discussion or adaptability-based needs.</p> <p>Although assessments were being given last year there was a lack of evidence that the data was used to inform instruction and to make strategic decisions about organizational planning. Upon review of the program there was also a lack of common planning periods across grades and subject area.</p>		

During the last semester of the current school year, a professional development plan including the incorporation of music and art has begun to engage teachers and students in the instructional process. There has been ongoing training for teachers in the different components of the balanced literacy program that will continue into the next school year.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

By the 2016-2017 school year, a balanced literacy program for ELA will be implemented. Students will be engaged in independent reading in leveled texts. During the Spring of 2015, teachers have been provided professional development on the different components. The balanced literacy program will increase student choice and meet students at their academic performance level. Students will have a reading and writing workshop embedded in the literacy program. Students will be given independent reading books consistent with the units of study. The books will vary – on level (class book), student level, and above level. They will be taught how to choose a book, abandon a book, and select 'just right' books. There will be a balance of fiction and non-fiction units of study that will provide students with divergent reading material. A significant amount of time during the literacy block will be devoted to independent reading and small group work. City Year Book Clubs will help support small group reading and discussion. Instructional shifts will be evident in ELA with a Humanities focus. This will include content-rich non-fiction reading and writing with textual evidence. Arts education will be infused throughout ELA via the Lyric Study and Shared Reading component.

In Math, we will use the by Engage NY. In addition, teachers will be provided with John Van De Walle's book, Elementary and Middle School Mathematics: Teaching Developmentally , to understand the conceptual math skills as well as using the suggested activities with students.

Teachers will deliver the instruction using the workshop model or the constructivist approach. To support teacher development in using the constructivist approach in mathematics, teachers will use the Five Practices in Mathematics as their professional resource along with Generation Ready consultants. Additionally, we will incorporate Math journals to capture student writing consistent with our Instructional Focus. Each period of mathematics will have an element of student discourse which will be supported by writing. The math shifts (focus, fluency, application, and deep understanding) will be evident with coherence across the grades.

Writing throughout all subjects will use the constructivist/workshop model aligned with the NYC Scope and Sequence for Social Studies and the NYC Scope and Sequence for Science. The core subject areas will also employ the use of music and art. Teachers will be provided with professional development that will foster the use of fiction and non-fiction texts in all content subjects.

As a Renewal School, there is an opportunity for Extended Learning Time. We want to use the time wisely for our students to provide dedicated time for reading and building stamina in independent reading. The Expanded Time will

provide an opportunity for more individual assessments of students' reading levels and time for teachers to provide one-on-one conferring. This process will support the effort to meet students at their needs and provide appropriate intervention services.

All teachers will be provided with a copy of Teach Like a Champion 2.0 to develop a cohesive vision around our pedagogical practice across all contents. Teachers are expected to be thoroughly plan and to have a clear learning objective that students will be able to meet by the end of every lesson. There will be a balance of explicit instruction as well as time for independent reading, small group work, and independent practice. Because of the small school size and with the hopes of preparing students to take the Regents exam, there will be a Regents class with the highest achieving students in each grade. There will also be one integrated teaching class in each grade and one or two heterogeneously grouped classes on each grade.

Currently, with the support of the Middle School Quality Initiative there has been an emphasis on using the DRP to determine the independent reading level. During the 2015-16 school year, teachers will also begin using Teachers College Running Records to determine independent reading levels. In the Writing Workshop there will be a pre and post Writing Assessment to determine students' entry points as well as growth using Writing rubrics aligned to the unit of study. There will also be books provided at various reading levels and native language versions. Teachers will support the general process of the Reading and Writing Workshop by conducting independent conferencing and small group conferencing which will give teachers an opportunity to provide specific and targeted feedback to students.

In addition, a Generation Ready consultant began working with staff in March on literacy, social studies and school leadership. The administration is fostering a shared understanding of the implementation of the Workshop model. A revamping of the literacy and math program has begun and is scheduled for 2015-2016. The number of periods in literacy will increase from 8 to 12 and math will increase to 8 periods per week. Professional development will focus on how different components of the Workshop model in both literacy and math will adhere to the specific time units so teachers can use the additional time effectively.

The 2015-2016 school year will focus on more targeted classroom assessments to make informed decisions about future planning. Teachers will be trained on how to conduct running records. The running records will then need to be reviewed on grade level in order to determine calibration. A literacy coach will assist in determining if the running records are correctly calibrated from classroom to classroom. Teachers will then review the results of the running records, writing assessments and math assessments in order to make informed decisions about student needs. Furthermore, across all content areas, teachers will use pre and post exams for each unit of study. Pedagogues will collect data and review item analysis. Analyzing will be done during teacher team meetings.

****By the 2015-2016 school year, we expect students to show a 2% growth in Math to achieve at 5% proficiency (currently 3% from 2014). In ELA we expect students to show a 3% growth to achieve at 10% proficiency (currently 7% from 2014).

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be a 15% reduction of students scoring at a level 1 on the New York State ELA Test and a 15% reduction of students scoring at a level 1 on the New York State Math Test as a result of teachers consistently developing and implementing lessons aligned to the Workshop or Constructivist Model and the Common Core Standards.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional development on balanced literacy workshop model will be implemented throughout the year targeting the implementation of specific components of a balanced literacy model. Teachers will also be instructed on how to develop classroom libraries based on specific units of study. Training will specify how teachers can best utilize the literacy block and time units to support student outcomes. The program will specify two periods per week that will be dedicated to professional development in adopting the balanced literacy program. During the professional development time teachers will review student writing and develop lesson plans that promote growth. Teachers will also share lesson plans and learn to develop exemplars that will align to the specific units of study in reading and writing.</p>	<p>ELA Teachers</p>	<p>2015-2016</p>	<p>Generation Ready Consultant Principal, Assistant Principal, ELA Teachers</p>
<p>Queens College and Generation Ready will work with Social Studies teachers cross training content teams. Our focus for the Social Studies Department will consist of training teachers on developing units of study, focus questions for the unit, and subsequent lesson plans that will support persistent themes/concepts known as “Forever Factors”. Teachers will be trained to use art and music as a vehicle for promoting conceptual thinking in these areas. Teachers will also be trained to use response journals as a means for increasing student writing. Teachers will have two periods per week where they will work with a professional development partner to implement all curriculum initiatives.</p>	<p>SS Teachers</p>	<p>2015-2016</p>	<p>Queens College and Generation Ready</p>
<p>During weekly double blocks of professional development, teachers will learn how to construct lessons aligned to the workshop/constructivist model. These lessons will also address the Common Core Learning Standards. The result will be learning experiences designed so that students engage in deliberate conversations and increased writing in the</p>	<p>All Teachers</p>	<p>2015-2016</p>	<p>Generation Ready Consultant, Principal, Assistant Principal, Dept. Leaders and Teachers</p>

classroom. Additionally, “Lesson study” and classroom inter-visitations will be used to develop a shared understanding of effective instruction and best practices.			
Parent workshops and family events to communicate academic expectations, supports and demonstrate student work/progress. The collaboration will support increasing home to school accountability by increasing parent’s knowledge of the program and curriculum.	Parents	2015-2016	Parent Coordinator, PA/SLT, Teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Renewal School funds paid to our CBO partner, Leake and Watts. Renewal School and Title I STH set aside funds in school budget will be allocated to Parent Involvement and support for our STH population to meet their needs. MSQI funding to continue SONYC and CityYear support for targeted groups of students in ELA and mathematics. Teachers in ELA , mathematics, social studies, and science will be scheduled with weekly double periods for professional learning and teacher collaboration. Tax levy was also utilized to create an additional assigned professional period for teacher training.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 80% of students will demonstrate a 2 point increase on their DRP scores and an average increase of at least one level as measured by the pre and post assessments for each math unit.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the NYC School Survey 2014-2015, staff reported:</p> <ul style="list-style-type: none"> - 67% of positive responses for Rigorous Instruction - 78% of positive responses for Supportive Environment - 64% of positive responses for Collaborative Teachers - 53% of positive responses for Effective School Leadership - 71% of positive responses for Strong Family-Community Ties - 69% of positive responses for Trust <p>All categories that were surveyed are below city-wide responses for middle schools. As result of these data all four sub groups of Tenet 5 were rated developing or ineffective.</p>		

The HEDI rating according to the 2015-16 document highlights some areas that significant improvement could be addressed. The new administration was in place for March of 2015 which was after the time that the school survey was distributed. A fifty-three percent rating of Effective School Leadership was clear evident. Based on this result it is necessary the new school leader define leadership in a positive manner to all members of the school community. A result of sixty-seven percent in regards to Rigorous Instruction is inconsistent with the students' single digit performance levels on the state assessments. Clearly there is a disconnect between the HEID ratings and student achievement data. The principal will utilize lead CBO Leake and Watts to work with teachers to establish a Positive Behavioral Interventions and Supports (PBIS) so that teachers will utilize specific strategies to promote positive behavior and the development of students social emotional health.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

By the 2016-17 school year stakeholders should describe the school as a progressive forward thinking school that infuses the arts into CCLS standards to engage all students. Our CBO's are City Year and Leake and Watts. These organizations will act in a capacity to both improve the academic progress and support emotional and social growth by the assignment of a full time social worker. Student voice and leadership will be supported by student government and potentially the election of an 8th grader to the SLT . We will use PBIS as our social emotional learning framework to lower the suspension rates, improve attendance, and academic intellect. The school will create a Child Study Team that will identify students with unmet social and emotional needs and create a plan to meet these students' needs. The Child Study team will review the progress of identified students on a weekly basis as well as attendance data. The Child Study team will also review OORS data on a monthly basis to compare student incidents in relation to the same time period from 2014-15. Our school will be proactive in teaching students how to respond in social situations. The school will institute a system for keeping good records on students (i.e.: behavior, connection, with parents).

A new policy has been developed to address student lateness and absence including appropriate intervention by the Classroom Teacher, Dean and Administration. There also has been an attempt to establish a clear ladder of referral in order to minimize confusion and establish consistent patterns of responsiveness to student infractions. There will be an effort to better utilize the services of the Parent Coordinator and the resources of Leake and Watts to support student attendance and family crisis situations which negatively impact student general department in school.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, student attendance will be at or above 91% as a result of implementing a weekly Child Study Team in collaboration with our CBO partner, Leake and Watts.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent Communication regarding child study team, academics, attendance, and community events using robo-calls, formal mailings, backpack letters, Remind App, Pupil Path, and parent workshops.</p>	<p>Parents</p>	<p>November 2015, weekly until June 2016</p>	<p>SLT, Parent Coordinator, Principal, Assistant Principal, Dean, Community School Director, City Year New York, Family Paraprofessionals, AmeriCorps Parent Organizer, and Guidance Department</p>
<p>Based on student data, from 2014-2015, City Year New York will work with 30 targeted students with an average daily attendance of 80-89%. Daily phone calls will be made home regarding absences and lateness and each student will be assigned an AmeriCorps Member mentor.</p>	<p>Parents Students</p>	<p>October 2015, daily until June 2016</p>	<p>City Year New York, Community School Director</p>
<p>The school will hold monthly celebrations to highlight community daily attendance including students, staff, families, and CBO staff. Efforts will be acknowledged with regular bulletin board updates, personalized certificates, backpack letters home, and mailings.</p>	<p>Students Parents Staff</p>	<p>Sept. 2015 and on-going until June 2016</p>	<p>Community School Director, City Year New York, AmeriCorps Parent Organizer, Family Paraprofessionals</p>
<p>Implement a PBIS committee composed of various stakeholders that will establish core values for students and ensure implementation of crucial elements for student social-emotional growth.</p>	<p>Students</p>	<p>October 2015 and on-going until June of 2016</p>	<p>Principal, Assistant Principal, Dean, Community School Director, Parents, Parent Coordinator</p>

	Parents		
	Staff		
Professional development will be provided to teachers and parents to help encourage the implementation of PBIS by giving all stakeholders the information necessary to help student social-emotional growth throughout the course of the year.	Parents	Sept. 2015 and on-going June 2016	Principal, Assistant Principal, Dean, Community School Director, PBIS Leake and Watts Trainer
	Staff		
Based on recommendations of administration, staff, guidance department, and community school social worker City Year New York will work with 46 targeted students around social-emotional growth. AmeriCorps Members will follow a check-in/check-out model in partnership with the school based PBIS system.	Students	October 2015 and on-going until June 2016	City Year New York, Guidance Department, Community School Social Worker
Title I Committee will hold the annual Title I workshop and collaborate with the PA/SLT to ensure parents understand how Title I funds are used and spent.	Parents	October 2016	SLT, Parent Coordinator, Principal, Assistant Principal, Dean, and Leake and Watts
Based on student data, the school will address priorities and then utilize the social services provided by the Leake and Watts.	Students	2015-2016	Principal, Assistant Principal, Dean, Leake and Watts, Parents, Parent Coordinator
Professional development will be provided to teachers so that teachers will be better able to provide instruction that addresses the need of English language learners and our students with special needs. Teachers will utilize classroom libraries with high-interest books consistent students' language ability.	Parents	2015-16	Principal, Assistant Principal, Staff Developer, Guidance Department, and Community School Social Workers
	Staff		
Based on student data, the school will address priorities and then utilize the additional social services for Tier 3 students and families provided by Promise Zone (Visiting Nurse Service of New York).	Students	2015 - 2016	Leake and Watts, Community School Social Worker, Promise Zone, Guidance Department

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Renewal School funds paid to our CBO partner, Leake and Watts. Renewal School and Title I STH set aside funds in school budget will be allocated to Parent Involvement and support for our STH population to meet their needs. Teachers in ELA , mathematics, social studies, and science will be scheduled with weekly double periods for professional learning and teacher collaboration. Tax levy was also utilized to create an additional assigned professional period for teacher training.
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, student attendance will be at or above 91% as a result of implementing a weekly Child Study Team in collaboration with our CBO partner, Leake and Watts.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>A rating of developing on tenant 4.3, teachers provide coherent, and appropriately aligned Common Core Learning Standards based instruction that leads to multiple points of access for all students is evidenced by the following student data: According to Closing the Achievement Gap Metrics for ELA only 48 percent of our Lowest Third Citywide are at the 75th plus growth percentile. Additionally, only 5.2% of students overall score a level 3 of 4 on the state ELA assessment.</p> <p>Based on the results of the 2014-2015 Quality Review it was found that the school was rated developing in the area of curriculum. The Quality Review also noted that the school transitioned through three literacy programs without proper professional development until March 2015 when the school changed leadership. As a result, teachers were unable to successfully collaborate resulting in a rating of developing for the four subcomponents of Tenet 4.</p> <p>The following a summary of needs define by Air:</p> <p>As a result of the AIR needs assessment it was that found that, based on multiple data points, teachers reported a gap in the cognitive levels they were teaching compared to the levels the Common Core reports they should be teaching (framework – rigorous instruction). According to interviews there is not a consensus on student behavior expectations between teachers and administration. Multiple data points suggested mixed opinions about trust within the school staff (framework - Trust).</p>		

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

By 2016-17 teachers will meet in teacher teams to collaborate on curriculum, lesson plan, and evaluate student work. Teaching and learning resembles the Workshop Model or the Constructivist Model. Teachers employ backwards mapping with the end in mind in collaborative teams, homogeneous grouping, and tiered learning experiences for students to meet benchmarks. We use a section sheet system to ensure that all students are safe in their class. We will use Skedula to monitor and track student progress. Teachers will use data from pre and post tests, item analysis, and running records to plan for individual student needs. CBO’s will assist in extended learning times using computer- based programs or by running book clubs. In the 2015-2016 school year all teachers will be given an additional professional development period to review student data and performance. The professional development period will be organized both by grade and subject area in order to promote a comprehensive and ongoing assessment of student progress throughout the year. The program will also implement portfolio work for students who plan to attend performance high schools and will introduce independent reading and math projects for students who are excelling in their subject areas promoting independent study.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all students will increase their overall points on the TC Writing Assessments by at least 6 points from the pre to post on-demand tests for each of the four units as a result of teacher teams meeting on a weekly basis.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Scheduling of common prep and professional periods as well as per session for teachers to plan collaboratively after school.</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Principal and Staff</p>
<p>Professional development will be provided to teachers to meet the needs of students the needs of our ELL's and SWD's.</p>	<p>Teachers</p>	<p>2015-2016</p>	<p>Principal, Assistant Principal, Generation Ready Consultant, Teachers</p>
<p>Teachers will plan engaging instruction, assess student levels, and plan for next steps using a surfacing-the-gap protocol to identify student gaps to leverage instructions. There will be on-demand writing assignments prior to every unit in English Language Arts.</p>	<p>Teachers</p>	<p>2015-2016</p>	<p>Principal, Assistant Principal, Generation Ready Consultant</p>
<p>Teachers College PD beginning Spring 2015 on Reading and Writing workshops with attendance at future PD's offered by TC/Renewal Office. Teachers will be trained to use the New York State Common Core Learning Standards and Teachers College Writing Rubrics to ensure standardization and calibration of assessment and feedback practice.</p> <p>A committee of parents and teachers will do literacy learning walks were they examine students writing and grade level rubrics. The results of these learning walks will be shared with the SLT.</p>	<p>Teachers Teachers and Parents</p>	<p>2015-2016 November 2015 – June 2016 (monthly)</p>	<p>Principal, Assistant Principal, Generation Ready Consultant, ELA Teachers Teachers, Parents</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Renewal School funds paid to our CBO partner, Leake and Watts. Renewal School and Title I STH set aside funds in school budget will be allocated to Parent Involvement and support for our STH population to meet their needs. MSQI funding to continue SONYC and CityYear support for targeted groups of students in ELA . Teachers in ELA ,

mathematics, social studies, and science will be scheduled with weekly double periods for professional learning and teacher collaboration. Tax levy was also utilized to create an additional assigned professional period for teacher training.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all students will increase their overall points on the TC Writing Assessments in the Narrative and Informational Writing Units by at least 6 points from the pre to post on-demand tests as a result of teacher teams meeting on a weekly basis.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The 2014-15 NYC School Survey indicated that Effective School Leadership was measured at 53% which is below the citywide average of 83%. As a result 2 of the 4 subgroups in Tenet 2 were rated developing. In March the school experienced a change in leadership which accounts for 2 of the 4 subgroups in Tenet 2 being rated effective.</p> <p>The current school leader started in March and the school is going through a transitional period. Based on 15 minute meetings held by the Principal with each teacher, it is clear that teachers feel that the school administration needs to be clear with teachers about school wide goals of student behavior and discipline.</p> <p>By the realignment of the program and providing teachers with a comprehensive professional development program it is evident that the rating for each SOP will improve and align to the new principal and commensurate student achievement. By ensuring that all stakeholders become accountable the level of student performance should reflect an appropriate increase.</p> <p>The school leadership is working on providing a clear message to teachers about the educational goals including content goals and expectations about pedagogical practice. The school administration has worked to build a cohesive professional development plan based on best practices and texts such as the <u>Teach Like a Champion 2.0</u>, which trains teachers to individualize student instruction and form subgroups for intervention.</p>		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

By 2016-17 the school will exhibit a cohesive learning environment, effective leadership is essential. As a Renewal School, the Principal and administration will need to meet with the various CBO partnerships on an ongoing basis in order to articulate and provide appropriate support for the students most at risk. The Principal will share and provide professional development to the key members of the CBO partner and Community Director ensuring that all personnel and resources are aligned to the general vision/mission of the school. Weekly meetings, which will be documented, will ensure that students’ academic and social-emotional needs are discussed and met in line with response to intervention.

The Principal will develop a system of tracking student lateness and absences as well as the completion of assignments in class and homework. That data will be analyzed and shared with the CBO that will provide intervention and help for families. The services that are provided to the families will be shared with teachers so that there is an alignment of strategies for improvement. The Principal will review the work of the City Year Core Members to ensure their small group work aligns to the general literacy program. The Principal also needs to develop a system where information is shared to ensure there is no duplication or omission of services to students and families.

In the 2015-2016 school year there will be an increase in the number of periods dedicated to ELA , Math, Science and Social Studies. There will be an influence on the arts that will engage students in the learning process. Due to the increase of literacy periods, teachers of literacy will only be responsible for two classes therefore limiting the number of students they need to service. The Principal will need to reorganize a staffing plan in order to meet the new academic program. The focus for the Principal will be to increase student proficiency in literacy, math and overall student engagement.

The Principal will continue to employ the cycle of observations according to the teacher contract and Advance, however, there will be an increased role in supervision in professional menu activities to ensure that teacher teams are conducting effective planning and responding effectively to student needs. The administrative team will also employ instructional rounds in greater amounts of classroom visits on an informal basis to ensure appropriate instruction is taking place.

The Principal will define clear roles of accountability of support staff and teachers in respect to assignment of duties and effective communication and planning.

The leader will establish roles for each member of the community during the summer months of 2015 and deliver the information to the entire community in September during opening of school. The Principal will delegate responsibilities to the Assistant Principals and Community School Director. They will be responsible for communicating weekly goals in advance and keeping the Principal informed as they meet their deadlines and obligations to ensure a mutual exchange of information.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, on average teachers will improve .5 pts on their rating of Danielson component 3D as a result of timely, meaningful and actionable feedback.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional development through Generation Ready for Leadership Cohort and consultation. The professional development time and teacher teams will provide a system that will propel coherence and on-going teacher improvement.</p>	<p>Administra- tion</p>	<p>2015-2016</p>	<p>Principal, Assistant Principal, Generation Ready Consultant</p>
<p>Calibration of teacher observations through use of the Danielson Rubric by administration to ensure coherence of teacher ratings and communication of high expectations. Professional development will provide to teachers on understanding each specific component of the Danielson Rubric.</p>	<p>Administra- tion</p>	<p>2015-2016</p>	<p>Principal, Assistant Principal, Talent Coach</p>
<p>Administration will conduct four cycles of teacher observations with rapid feedback and delivery of written reports within five days of observing the teacher.</p>	<p>Administra- tion</p>	<p>2015-2016</p>	<p>Principal, Assistant Principal,</p>

Monitor Expanded Learning Time and progress students are making in independent reading by DRP scores.	Students, Teachers, CBO Partner	2015-2016	Principal, Assistant Principal,
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PF/Renewal funds for per session or per diem to schedule Generation Ready consultant services and support, Title I and Title III for professional development per session and consultant. PF funds for Per session for teachers to engage in after school workshops with parents with the Parent Coordinator and CBO Leake and Watts. PF funds to pay for materials and books for parents.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, on average teachers will improve .2 pts on their rating of Danielson component 3D as a result of timely, meaningful and actionable feedback.											
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on all relevant data the following addresses the needs and strengths:</p> <p>The 2014-15 NYC School Survey indicated that Strong Family-Community Ties was measured at 71% which is below the citywide average of 79%. As a result the 4 subgroups in Tenet 6 were rated developing. The school is currently using Blackboard Connect and Teacher Ease to communicate with parents. The school will continue to use online resources, Skedula , to communicate with parents. The school will also hold workshops to ensure parents understand the information in Skedula and other data/assessment reports throughout the year.</p> <p>Based on the Framework for Great Schools there is a strong commitment for professional development and creating a supportive environment for students. The goal will be fundamentally to improve student achievement which is the major objective and area of improvement.</p> <p>The HEDI rating indicates there needs to be an increased level of leadership. The leadership objective will be advanced by developing common language and systemic protocols that will help to ensure collaboration and trust amongst all school personnel.</p> <p>With a new principal the opportunity for innovation to support an effective vision and the Chancellor’s Framework for Great Schools is attainable.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Families will be welcome in the school and made a part of the school community through the PTA , parent workshops, and outreach. The school provides support by providing parent workshops and information sessions about curriculum at the beginning of unit in addition to sending home letters about the content of a new unit. Teachers are able to learn about the students by parent outreach using the parent coordinator. Parents will be able to access and understand student data and progress by the use of Skedula that provides parents with up to date information about student grades and behavior. The skills will host fairs and celebrations as a culminating project for significant units of study in all content areas. These events will build support and capacity in understanding the importance of independent reading and helping parents understand the impact of exposure to words and content through reading.

As a renewal school and our partnership with Leakes and Watts we will have the opportunity to not only engage with families but also support their needs. The work of the CBO should align with the support services that the guidance counselors and school based support team provide for students. As part of this work, there will be workshops that will provide families with a better understanding of the educational system and the importance of student progress.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, there will be a 5% increase in the parent response rate on the New York City Learning Environment Survey as a result of parent engagement resources provided by our Community Based Organizations.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Parental Outreach and updates of school events by the Parent Coordinator using the Remind and robo-calls. Parent Coordinator will have a calendar of events ready before the end of the month and distributed by back pack to parents a week before the 1st of every month.</p>	<p>Parents</p>	<p>2015-2016</p>	<p>Parent Coordinator, SLT, School Staff, CBO Director</p>
<p>Community Fairs coordinated by Parent Coordinator, PA/SLT and CBO director to provide engaging activities for families to participate in the school community</p>	<p>Parents</p>	<p>2015-2016</p>	<p>Parent Coordinator, SLT, School Staff, CBO Director</p>
<p>Parent Coordinator will create a survey for parents on their concerns and what events they would like the school to offer. PC will share the information with the Principal and create a calendar of events, workshops for the year by coordinating with staff, CBO's, PA/SLT.</p>	<p>Parents</p>	<p>2015-2016</p>	<p>Parent Coordinator, SLT, School Staff, CBO Director</p>
<p>Parent Coordinator will maintain a log of calls and attendance at school events and will provide an update to Principal on the 1st of every month for the previous month. PC will reflect and strategize on next steps to increase parent involvement.</p> <p>Professional development will be provided by the District</p> <p>Parent Coordinator will be provided to the Community School Director and the Parent Coordinator on how to better engage parents in the school community.</p>	<p>Parents Parents</p>	<p>2015-2016 2015-2016</p>	<p>Parent Coordinator, SLT, School Staff, CBO Director</p> <p>Parents, Parent Coordinator, Community School Director, District Parent Coordinator.</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

MSQI funds for after school activities PF/Renewal funds, Title I and Title III for professional development per session and consultant. PF funds for Per session for teachers to engage in after school workshops with parents with the Parent Coordinator and CBO Leake and Watts. PF funds to pay for materials and books for parents.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 50% of families will have communicated with school staff regarding their child’s progress result of parent engagement resources provided by our Community Based Organizations.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, the ELT program will support an average increase of two points in DRP scores by providing an additional hour of literacy instruction and practice Monday through Friday.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The school will schedule the ELT as an extension of the school day (period 9) increasing academic periods. As a result, the school will have a minimum of 90% attendance rate.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?
By the 2016-17 school year the school will be work with CBOs to provide ELA enrichment during the ELT . CBO members will use DRP scores to identify students who would most benefit from small group instruction. The CBO will form book clubs with the identified students and use the Harvard Book Club Model to provide literacy support.

Classroom teachers will also work with students to provide literacy support. ELT will be included in the school's PBIS program to promote the students' social emotional wellbeing . As well, our CBO's will be invited to all Professional Development provided by the school as well as engage in their own PD to support the Harvard Book Club Model.

Our City Year CBO will be working exclusively with 8th graders during ELT and select and track students through the use of 3 focus lists:

1. Socio -Emotional Learning Focus List (SEL)

- These students will be identified by Guidance Counselors and City Year AmeriCorps members as being able to benefit from a mentoring relationship with an adult.

2. Attendance Focus List

- Students on an attendance focus list are students who fall into 80% - 89% ADA range from the previous school year. The goal is to get students to 90% ADA range by the end of the year

3. ELA Focus List

- City Year will use three data points to determine a focus list of students for ELA :

- o Assessment (Degrees of Reading Power)

- o Previous school year's ELA report card grade

- o Previous school year's ELA state test score

- Students are eligible to be put on a City Year ELA focus list if they:

- o received a letter grade of an "F," "D," or "C" on their previous school year's ELA report card grade

- o received a "1" or a "2" on their previous school year's ELA state test score

- The goal is to have students improve two consecutive marking periods in their letter grade by the end of the year as well as improving in their assessment scores.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The ELT program will be staffed by teachers and CBO employees. The program will be overseen by the principal, the assistant principal, and the lead CBO program director. The ELT program will be evaluate based on an average increase of 2 points in students' DRP scores.

Part 4b. Timeline for implementation and completion, including start and end dates.

The ELT program will begin implementation in September 2015 – Summer 2016.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

PF Renewal Schools Funding, Administration and Staff per-session if needed, and per session pay for teachers.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century		Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, the principal, assistant principal and CBO director will review students’ DRP scores for an average increase of at least 1 point.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, the community school program will increase student performance by providing engaging, rigorous learning activities and enrichment by implementing during and after school support as evidenced by student growth of 3% proficiency in ELA and 2% proficiency in Mathematics on the NYS test.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The community school program will target all students in an effort to raise performance in literacy. The focus group are the students targeted 3's to 4's and 2's to 3's. There is another emphasis on students who need to be moved from 1's to 2's.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. The school has paired with the CBO and members of our school leadership team to hire school director. We will leverage this aspect of the work by meeting with the Director to establish priorities, deadlines and expectations. The Director will be expected to maintain a record or log of activities and will report to the Principal during weekly/bimonthly meetings.

2. The school will personalize the needs of all students through strategic programming and services as determined by the needs and asset assessment. 123 will provide continued mental health programming through Promise Zone.

3. The CBO partner will hold weekly workshops for parents and they will collaborate with the PA/ SLT to increase parent attendance at the meetings allowing parents to express their concerns and to participate in decision making.

4. The principal will meet on a weekly basis with the Community School Director, the Assistant Principals and key staff to analyze trends in data and case manage individual students through teacher ease, OORS , SESIS and analysis of student progress.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The Community School program will be implemented by Leake and Watts. The program will be overseen by Leake and Watts, the Community Director and the Principal. The Community Director will conduct weekly check in meetings with the City Year director.

The CBO in collaboration with teachers and MSQI , City Year to focus on literacy during the ELT .

We will evaluate the program and its impact on student achievement by looking at data on attendance and and measuring student progress through the monitoring of DRP scores.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

The resources needed to implement the Community School Program are teachers, administrators, CBO , and parents and budget allocations for teacher and paraprofessional per session.

Part 3c. Timeline for implementation and completion, including start and end dates.

The Community School Program will be implemented beginning in September 2015 with and ending in June 2016.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who are performing 2 or more years below grade level	Direct instruction in repeated readings and interactive writing. A daily double period of ELA will provide the opportunity for small group instruction and 1:1 conferring during the Literacy Block.	Small group instruction or 1:1	After school or during the school day.
Mathematics	Students who are performing 2 or more years below grade level	Direct instruction in Mathematics. Small group instruction (with support from CBO) and 1:1 conferring.	Small group instruction	After school or during the school day.
Science	Students who get below 55% on classroom assessments	Direct instruction in content. Small group instruction and 1:1 conferring. Test Prep for 8 th grade performance and written test. Advance work for Regents study.	Small group instruction	After school or during the school day.
Social Studies	Students who get below 55% on classroom assessments	Direct instruction in content. Small group instruction and 1:1 conferring.	Small group tutoring	After school or during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are having behavior issues which impede learning in more than one class.	At risk counseling Mandated counseling Crisis intervention group guidance Functional Behavioral Assessments (FBA'S) , Behavioral Intervention Plans(BIP'S)	1:1 or small group of the behavior	After school or during the school day.

		Coordination of outside services with social workers Direct support and instruction. Scholastic Magazine Choices.		
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Section 9: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Strategies for recruitment include working with Teaching Fellows, Teach for America, local colleges and the Open Market. The administration plans to attend teacher recruitment fairs to vet high quality teachers. Our strategy for retention is to place teachers where they are most successful at meeting students' needs whenever possible. Our strategy for supporting staff by providing targets staff development and opportunities for outside workshops to ensure the staff is highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Our strategy for high quality professional development for teachers, principals, staff and paraprofessionals is to bring outside experts in the field to build the capacity of all teachers' basic pedagogical skills.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A MOSL Committee is created with members from administration, UFT Chair and Teachers to review MOSL selections and present criteria to staff before final decisions are made in the fall.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	352,023	X	X
Title I School Improvement 1003(a)	Federal	16,979	X	X
Title I Priority and Focus School Improvement Funds	Federal	87,481	X	X
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	11,316	X	X
Tax Levy (FSF)	Local	2,407,846	X	X

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

IS 123 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **I.S. 123**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **I.S. 123** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB /State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

I.S. 123 School-Parent Compact (SPC) Template

I.S 123, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>James M. Kieran</u>	DBN: <u>08X123</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>87</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u> # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: At IS 123, the majority of our LEP students are Spanish speakers although we have students with low incidence languages such as French, Twi, Amharic, Wolof and Fulani. The school has several ESL certified teachers and support staff to meet the academic and social/emotional needs of our LEP students. We also have Spanish speakers to work with students in class. We plan to use Title III funding for Achieve 3000 site and Imagine Learning licenses our ELL's based on their NYSESLAT modality scores from grades 6-8. The majority of our ELLs scored at the Intermediate and Advance levels (60 students). A smaller number of ELLs scored at the Beginner level (30). Due to the the fact that we are a middle school, the majority of our ELLs come to us as Long Term ELLs and in the fourth to fifth year of service. They struggle in the area of ELA due to the challenges they face upon presented with the high cognitive demand of reading at the middle school level. Our goal is to build academic vocabulary, fluency and stamina through the use of Achieve 3000 and Imagine Learning which ELL's can use in school and at home. In addition, we plan to build their math skills as ELL's are expected to pass the Math exam for promotion consideration. Our teachers have adopted rigorous CC-aligned units of study in all content areas. In order to ensure our ELL's are ready for the reading and writing that is now included in Math, we feel our ELL's would benefit from instruction in Math before school, after school and on Saturdays. The instruction will be in Spanish and English by 3 certified teachers (ESL) and our 3 Math content teachers of ELL's using a variety of materials such as Bilingual Dictionaries, teacher made materials and NYSESLAT test preparation materials.

ESL Direct Instruction:

Grade 6 will receive additional direct instruction from Ms. Sancho after school 2 days a week from 2:30-3:00pm. Grade 7 will will receive additional direct instruction from Ms. Ruiz after school on Wednesdays from 2:30-4pm. Ms. Klein will provide direction instruction to 8th graders on Thursdays and/or Fridays after school from 2:30-3:30pm.

Math Direct Instruction:

Math Instruction will be by Math Teachers Ms. Redwood (Gr7), Ms. Gjyriqi(Gr6) and Ms. Morin(Gr8) all who teach math to our ESL students after school from 2:30-4:00pm on Wednesday's and Thursday's.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our Assistant Principal, Virginia Figueroa also has a Bilingual certificate and has offered PD to our staff over the last 10 years. The ESL teachers (Ms. Sancho, Ms. Ruiz and Ms. Klein) along with Ms. Figueroa will cover a variety of topics over a few months such as differentiation for ELL's, Support for ELLs in the Content Areas, and Multi-disciplinary approaches when teaching ELL's. A posting will be provided for all teachers of ELL's to apply to stay after-school for professional development for the following dates:

Monday, December 16, 2014 from 3:45-5:00pm

Topic: Language Objectives for ELL's

Part C: Professional Development

Facilitator: Ms. Klein and Ms. Ruiz

Monday, January 12, 2015 from 3:45pm-5:00pm

Topic: Using the RLAT to support ELL's

Facilitator: K. Klein

Monday, February 9, 2015 from 3:45pm-5:00pm

Topic: Supporting ELL Language Proficiency through the NYSESLAT

Facilitator: L. Ruiz

In addition, staff have been encouraged to attend PD offered through the Office of ELL's via Protraxx and A Shared Path to Success. As teachers register for Network or DOE ELL PD, we can use the funds to cover their absence.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _____ Research demonstrates that parental involvement has a direct impact on student achievement. In order to ensure that parents of ELL's are involved, we provide translated materials. We also reach out to parents directly and work on providing a warm and comfortable atmosphere.

To promote greater involvement of parents of our ELL population, our Parent Coordinator, Mr. Robles, who is bilingual, will reach out to parents of ELL's to attend Parent Workshops, School Events, Parent Teacher Association/School Leadership Team meetings and Parent Teacher Conferences. Topics for workshops for parents will include, but are not limited to, how to access our online grade book, Teacherease.com, to monitor their child's progress, how to help your child succeed as readers and writers, and presentations of our curricula and materials. Workshops will be scheduled in tandem for parents who require support in Spanish. We also purchased technology that would allow our parents to attend meetings in English while hearing the translated version with an earpiece.

Cultural Trips for ELL students - Mr. Robles and Ms. Sancho will accompany students on various trips scheduled to celebrate ELL student's culture. Parents will be invited to chaperone and attend. Parents are notified of all school activities thru the school's messenger phone service and also in newsletters sent out to parents. A monthly newsletter written in English and Spanish is distributed to students at the beginning of each month. The newsletter encourages parents to get involved with their children. The newsletter is informational and gives tid bits on relationship building with teenagers and how to assist with homework assignments and questions to ask at parent-teachers conference.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 123
School Name James M. Kieran		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Richard Hallenbeck	Assistant Principal David Rodriguez
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Karina Klein/ELL Coordinator	School Counselor Rosa M. Bracetti
Teacher/Subject Area Andrew Powell/ENL	Parent Isaura Valentin
Teacher/Subject Area type here	Parent Coordinator Radames Robles
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Dr. Karen Ames	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	347	Total number of ELLs	98	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	29
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	16

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	60	4	6	22	1	10	16	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							21	27	36					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							9	11	19					0
Emerging (Low Intermediate)							4	6	5					0
Transitioning (High Intermediate)							0							0
Expanding (Advanced)							8	10	12					0
Commanding (Proficient)							1	7	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							1	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							1	7	6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	2			0
7	15	2			0
8	19	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	15		1						0
7	11		5		1				0
8	24		3						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	0	0		
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In order to assess the early literacy skills of our ELLs, we use the Degrees of Reading Power Assessment to determine their reading levels. If a student scores in a low range, we use TC Running Records to evaluate students' independent and instructional reading levels in English. In addition, we also use Fountas and Pinnell texts to determine language ability. For incoming Spanish-speaking students we use the Spanish LAB to assess native language skills. Once students' reading levels have been determined, they are grouped either homogeneously or heterogeneously, depending on the number of ELLs per class. Teachers also use this information to drive instruction when differentiating activities and configuring groupings of ELLs for individual lessons. We have ELLs with skills ranging from pre-primer to grade level. Our beginner ELLs are given additional ENL support and native language support in the content areas. If available, we also use any Spanish-speaking City Year core members and/or CBO volunteers, and language paras in as many content area classes as permitted.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Most of our students took the NYSITELL (previously known as the LAB-R) in elementary school and have since progressed in their English skills. We have an average of 20 students who are taking the NYSITELL as new enrollees. The majority of them are found eligible (scoring below 40%) and entering across all four modalities. According to their Spanish LAB results, many display weakness in reading and writing in their native language so the ENL teachers are helping develop English skills through a balanced literacy program while content area teachers provide Native Language supports. According to the data we received for the 2015 NYSESLAT, our students fall into the following ranges: Entering - 31 students, Emerging - 13 students, Transitioning - 9 students, Expanding - 21 students, and Commanding - 6 students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The ESL team is planning to attend future professional learning in order to better understand how to utilize the AMAO tool. As a next step, the Data Team plans to review the AMAO tool to better set and meet goals for students. According to the data we received for the 2015 NYSESLAT, our students fall into the following ranges: Entering - 31 students, Emerging - 13 students, Transitioning - 9

students, Expanding - 21 students, and Commanding - 6 students. This shows that we need to focus on our newcomers in order to best meet our AMAO goals.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

For the 2014-2015 school year, the school opted out of the ELL Periodic Assessments. For 2015-2016, the school is reconsidering using the ELL Periodic Assessment for the Fall benchmark.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
We have ordered materials in the native language that students can use to develop general language skills in reading and writing. We have content area books in Spanish for our Spanish speaking ELLs. In ELA, we also translate (English to Spanish) mentor texts and assessments from the curriculum so students can stay on track together as different skills are taught. We also provide each student with a NYSED approved glossary in science, math and social studies. Teachers use bilingual glossaries and dictionaries. When possible, students use technology, such as Google Translate, to access the curriculum. Teachers differentiate activities and pair students to have them assist each other. When pairing students, teachers take into account students' L1 proficiency, as well as their language abilities in English. In addition, because we have had difficulty finding qualified bilingual content certified staff, we have provided additional support to our ENL classes in the content areas. In addition, students' proficiency in the English language is considered when creating class groupings for group and/or partner work. If available, we use any Spanish-speaking City Year Corps members and/or CBO volunteers in as many content area classes as permitted.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the overall success of our ELLs based on scores on their NYSESLAT and NYS assessments. On a yearly basis almost 58% of our students make progress on the NYSESLAT. However, the targets have risen from 62% to 69.6% over the last seven years. We have not been able to meet AMAO1 based on our NYSESLAT data. This shows that ELLs are making progress but not enough progress to meet the target. ENL teachers will disaggregate the data to identify the at-risk ELLs who need additional supports and interventions. In regards to achieving proficiency on the NYSESLAT, I.S. 123 has met that target for the last seven years. In regards to this indicator it should be noted that the NYSESLAT has become progressively more difficult each year as it is aligned to the Common Core Learning Standards. We are aware that our level has remained stagnant over the last few years. For 2015-2016 and beyond, the ENL teachers are going to target students or subgroups of students for additional support (e.g. after school) in order to prepare them for the increasing demands of English proficiency.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by a pedagogue, with the student and parent in English and in the native language if possible. If the parent speaks a native language other than Spanish or Haitian we also use the DOE translation number to ensure parents understand what is being asked of them. The following teachers are called upon by the Pupil Accounting Secretary to administer the HLIS: Ms. Karina Klein, ENL/Bilingual Coordinator or Mr. Andrew Powell, ENL Teacher. If upon the completion of the HLIS the parent has identified the home language as English, the student then enters a general education program. If the parent indicates the home language of the student is a native language other than English, initial formal assessment

procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in Part 1 (questions 1-4) and two additional questions in Part 1 (questions 5-8) must take the NYSITELL. Our ENL teachers, Ms. Karina Klein and Mr. Andrew Powell, administer all NYSITELL exams within 10 days. If the parent indicated a home language of Spanish, the Spanish LAB must be administered as well within the 10 day window. The NYSITELL/Spanish LAB test paperwork is delivered to the BAID during designated monthly dates that have been determined by the DOE. A student who scores below proficiency levels at either an Entering, Emerging, Transitioning, Expanding, or Commanding level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. We also check the reports on ATS to ensure every ELL-eligible student was tested.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Whenever there is a new admit, there is an oral interview conducted, along with the HLIS, with the child's parent/guardian in order to determine the amount of schooling the child has received in his/her native country. In addition, ENL teachers use the SIFE questionnaire (in both English and the students' native language) to gauge students' degree of schooling, along with student work such as response to a writing prompt, to identify SIFE students. In addition, for Spanish speakers, the Spanish LAB is helpful because teachers can observe students' responses and they are scored on proficiency level. Finally, students' work from all content areas is reviewed to get a clear picture of students' overall academic skills. The school evaluates for SIFE within 30 days of student registration.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student is newly enrolled but has an IEP, special attention is given to that student to ensure she/he receives both the ENL and Special Education mandated services. The ENL/Bilingual Coordinator, Ms. Karina Klein, and the Director of Special Education, Mr. Garfield Reid, work together to ensure the student is properly placed in the correct educational setting as per the student's IEP and services required based on the student's results on the NYSITELL. The student is given services per the IEP with push-in services or support from a dually certified Special Education and Bilingual/ENL certified teacher in accordance to CR 154 minutes requirements (360 minutes if Emerging, 180 minutes if Intermediate, and 90 minutes if former-ELL). In addition, interpretations/translations for parents are provided if needed.

The LPT is comprised of the following: Mr. Richard Hallenbeck, Principal, Ms. Karina Klein, the ENL/Bilingual Coordinator, Mr. Garfield Reid, Director of Special Education, and any parents of students who we are considering to go through this process are invited to the team.

The LPT determines whether the student should take the NYSITELL. The LPT considers the following:

- The student's history of language use in the school and home or community

- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language

- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. Then, the principal accepts or rejects this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Teachers receive copies of the entitlement and non-entitlement letters for the school year. As the results of the NYSITELL are determined, teachers write in the student information and backpack the letter home to parents in their preferred home language, as indicated on the HLIS. In addition, a copy is maintained in the Main Office as well as the student's permanent record by a school aide who is trained by ENL teachers. Furthermore, a copy is maintained in the ELL Compliance Binder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are invited to attend Program Option workshops led by ENL teachers on an ongoing basis. They can watch the video to learn about their options and what the appeal process is. At enrollment, we conduct the HLIS and speak to parents so that they are aware of the ELL identification and supports for students.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To follow is a description of the structures I.S. 123 has in place to ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, the ENL/Bilingual Coordinator in collaboration with the Parent Coordinator, the Family Worker, administrators, and teachers, distributes and discusses the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools, the Entitlement letter, the Parent Survey and Program Selection Form and invites the parents to the Orientation session. At the Orientation session, parents view a DVD that explains the program choices. They can also view the video at home through a Web-link provided by the DOE. Our ENL teacher, Mrs. Klein is also a Spanish speaker and is readily available to describe the program options. Parents are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. As a follow-up, we call parents informing them of their child's entitlement to ELL services and invite them to the Parent Orientation session. This information is sent via back pack and e-mail to the parents whom we have been unable to reach via the telephone.

The ENL/Bilingual Coordinator in collaboration with the Parent Coordinator, the Family Worker, administrators, and teachers, conduct Parent Orientation sessions throughout the school year (September, October, January, February) where parents are informed on program choices for their child. We chose months when many students are typically admitted to the school. For all other admits, the sessions are conducted individually as they enroll. At these sessions, parents are once again informed about and/or given an Entitlement letter, as well as a Parent Survey and Program Selection Form. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. In addition, parents of students who scored at or above proficiency on the NYSITELL will be given a Non-Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non-Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if needed, they are provided in a translated version. I.S. 123 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT, and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a question/answer session, parents are given the Parent Survey and Program Selection Form. Parents will then decide which program is convenient for their child. Due to our inability to find a qualified Bilingual teacher, we have had to notify parents. We have had several parent meetings with those who are affected and have explained that we have Spanish speaking teachers in our ENL classrooms. Additionally, we hope to have Spanish speaking teachers in other core content areas. Our teachers differentiate for the needs of their ELLs and provide a quality curriculum. We also attempt to support our ELLs by having Spanish speaking City Year members in classrooms of new admits whenever possible. If we do not have the program the parents request, they will be advised to go to the nearest school offering their program choice. If parents chose to register their child at our school, despite the school not having their program choice, a note will be made by the Bilingual and ELL Coordinator, Ms. Klein, to advise those parents immediately should their program selection become available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Bilingual and ELL Coordinator, Mrs. Klein, monitors the distribution and collection of Parent Survey and Program Selection forms. All originals of the Parent Survey and Program Selection form are placed in the student's permanent record.
At parent orientation sessions, which are held frequently due to our continuous ELL enrollment throughout the school-year, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year by offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Bilingual and ELL Coordinator, Mrs. Klein, monitors the distribution and collection of Parent Survey and Program Selection forms. There will be an electronic list, compiled by Mrs. Klein, that will indicate which Parent Survey and Program Selection forms have not been completed and returned. When it is noted that a student is missing either form, every attempt will be made to reach a parent/guardian by phone, e-mail, or if needed, a home visit. A hard copy of the list will also be kept in the Main Office.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Bilingual and ELL Coordinator, Mrs. Klein, in collaboration with Mr. Powell, monitors the distribution of placement parent notification letters. An electronic list is compiled by Mrs. Klein that will indicate which placement parent notification letters were distributed. Copies of placement parent notification letters are also placed in the student's permanent record. When it is noted that a student has not received a placement parent notification letter, every attempt will be made to reach a parent/guardian by phone, e-mail, or if needed, a home visit. A hard copy of the letters will also be kept in the Main Office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
HLIS is completed at enrollment and maintained in the child's permanent record, along with an entitlement/non-entitlement letter. If students are entitled, parents are then invited to a Program Selection Orientation. Once a program selection has been made, the form is also placed in the student's permanent record. Copies of all forms are also kept in the ELL Compliance Binder, which is

maintained by the Bilingual and ELL Coordinator, Ms. Klein. The ELL Compliance Binder may be accessed by school administrators, the ENL teachers, and other related staff members, with permission granted by administration.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

At the beginning of the year we check the reports on ATS to ensure every ELL-eligible student was tested. ATS has several BESIS report functions including a Current ELLs (RELC) report which we monitor. Prior to when NYSESLAT testing begins, we check the pre-slugged bubble sheets against the list of students on the NYSESLAT Eligibility report, if a student is missing an answer sheet, one is created. Mr. Hallenbeck will identify a data specialist who will create spreadsheets of students and testing rooms and scheduling of the NYSESLAT. The Speaking portion is administered by the ENL teachers over the testing period and the Reading, Listening and Writing portions are administered over three different days and absent students are sought out to complete make-ups. We check ATS reports and print outs to ensure every student has been tested for every component ensuring we are submitting the same number of scan sheets for each modality by grade band (5-6 and 7-8) of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After reviewing NYSESLAT reports in September, ENL teachers will use the letters from the NYC DOE Web site and send the appropriate letter to parents of ELLs in parents' preferred language. Copies will be kept in the Main Office as well as in the ELL Compliance Binder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The majority of our parents (over 95 %) choose ENL services for students. The program models offered at our school are aligned with parents' requests, which is ESL instruction.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

I.S. 123 is a vibrant learning community serving 6th, 7th and 8th grade students. The school is supported by the Gilder Lerhman Institute for American Studies. The academy offers the unique perspective of the American experience weaved through all subject areas but aligned and supported by NYS learning standards. Our Freestanding ENL program follows a comprehensive approach to language learning. The curriculum is aligned with the NYS learning standards in ENL, and Common Core standards in English and NYS standards in the other subject areas. We offer differentiated levels of ENL classes to meet the needs of Entering, Emerging, Transitioning, Expanding, and Commanding ELLs. Students are grouped both homogeneously and heterogenously, depending on how many ELLs are at each grade level and the availability of classes. Depending on their NYSESLAT results, students receive either integrated ELA services, stand-alone servcies, or a combination of both. Various software programs have been made available to students not only in English but in Spanish as well. The ENL teacher works with the target population to enhance their understanding of reading passages and to assist in the development of written language conventions.

Our school is set up with Grade teams in a departmentalized model. Time is set up for each grade team and department to meet weekly. ELL students receive push-in services into their content area classes. We also have core members from City Year

working in

our classrooms with ELLs to provide additional support as they are able to work with a small group of students or individual students

during class.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Part V: ELL Programming Based on the students English proficiency scores from the LAB-R or NYSESLAT, students are provided with mandated units of ENL instruction in either a standalone block for Entering (540 minute) and Emerging (360 minutes), Transitioning and Expanding 180 minutes, Commanding 90 minutes. Ms. Klein and Mr. Powell will use NYSESLAT scores (if not available then NYSITELL) to determine student mandates and construct their schedule to provide mandated ENL support across content areas.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the grades 6-8, the ENL teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ENL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ENL teachers. During these chats, ENL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's Notebooks and published work), listening and speaking (videos), etc.

All Spanish speaking ELLs initially receive the Spanish LAB which allows us to understand their proficiency level in Spanish.

Additionally, the administration and ENL teachers will look for appropriate native language assessments to assess reading and writing. Doing so, will allow us to determine if a student is weak or strong in any particular modality.

ELL Students with IEPs follow the same continuum of services as do their non-ESL counterparts. Students in general education also receive SETSS. These students are seen by our ENL teachers in accordance with the minimum number of minutes per their proficiency levels.

Our ENL teachers use Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing.

Our newcomers are not excluded from any predictive testing and the teacher receives item skill based data to review and align instruction to help prepare students for the eventuality of taking the NYS ELA.

ELLs receiving 4-6 years of ESL if applicable receive an extension of services if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

All of our scheduling is done to be as least restrictive as possible for all of our student populations. Our free standing ENL students spend their core classes with each other. Each class with ELLs have various levels of English language proficiency.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Math Curriculum, CMP-3 comes in Spanish and we use the translated Unit Assessments. Teachers translate exams when able. In Science teachers pull from the NYS Science test bank and use questions written in Spanish to support our beginner ELLs. This year, we implemented MOSL testing which has the math section available in Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

For the 2015-2016 we administered the ELL Periodic Assessment and used that data to prepare students for the NYSESLAT and to determine if they have made progress in reading. We also use their Degrees of Reading Power (DRP) scores to determine their current language ability. For speaking, we emphasize classroom discussion using discussion sentence starters to allow ELLs to access the curriculum more easily. We also complete TC Running Records for ELLs, especially to determine their reading comprehension level and their ability to verbally retell a story, as well as answer both literal and inferential questions. Writing skills are assessed via classwork on a daily basis, as well as formally through end of unit writing tasks. We then compare their baseline writing assessments to their final tasks in order to measure growth. For listening skills, students are involved in partner, small group, and whole class discussions on a daily basis. Students demonstrate their listening ability through their conversations with peers. Listening skills are also assessed through the use of TC Running Records when students must listen to the teacher and answer questions based on what they heard, since the questions are not in front of them.

Our ENL program follows a push-in/pull-out model according to CR Part 154 mandates. A licensed ENL teacher works with the classroom teacher in order to plan a program based on NYS learning standards and students' needs. The ENL teacher provides instruction according to the students' proficiency levels from NYSESLAT or NYSITELL scores. The ENL teacher and the content teacher, who may be bilingual depending on our ability to find qualified applicants, teach small groups using a variety of ENL strategies, reinforcing the curriculum. Students develop skills in understanding, speaking, reading, and writing in English. Our English as New Language Program (ENL) provides explicit, thorough instruction in English focusing on reading and writing within the ELA curriculum. Teachers are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, have strong picture support for the low literacy students. Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature.

Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of realia, graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

We purchased the NYSESLAT practice books. Teachers are able to integrate this material into on-going instructional activities. Students become comfortable and more competent in a gradual and supportive manner while they are developing the required skills and meeting the NYS standards.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

In the grades 6-8, the ENL teacher and content teacher works with students in providing scaffolding, re-teaching, and embedding of vocabulary. These activities encompass all four language modalities. The ENL teacher works with students in the area of Readers and Writers Workshop, providing intense vocabulary development and scaffolding of tasks, modeling and paying attention to writing mechanics. Although all four modalities are addressed, the emphasis for these groups is in the writing modality. In Science and Social Studies, teachers are provided with rich libraries that are differentiated for various reading levels. Teachers use collaborative learning techniques to pair students who need language support with peers who can assist the ELLs. Teachers also use translation software to assist students who are beginners so they can access the content while developing their English language skills. We disaggregate all our data and spend a lot of time reviewing how our ELLs are progressing throughout the school year as well as holding data chats with the ENL teachers and the administration. During these chats, ENL teachers are expected to provide evidence of ELL students showing progress in reading (through running records), writing (through Writer's Notebooks and published work), listening and speaking (videos), etc.

All Spanish speaking ELL's initially receive the Spanish LAB which allows us to understand their proficiency level in Spanish. Since it is initially handscored we determine if a student is weak or strong in any particular modality. Administration and ENL teachers will look for appropriate native language assessment to use. The English Language Arts teacher uses formative assessments during instruction to provide students with feedback to improve comprehension and writing skills throughout the school year.

Most of our SIFE students do not have IEPs. These students lack proficiency in their native language, Spanish.

ELL Students with IEPs follow the same continuum of services as do their non-ENL counterparts. Students in general education also receive SETSS. These students are seen by our ENL teachers in accordance to the minimum number of minutes per their proficiency levels. ELLs students in a self-contained class have a dually certified TESOL and Special Education.

Our ENL teachers use Readers and Writers Notebooks for all their students to monitor their responses to reading and their growth in writing.

Our newcomers are given a variety of differentiated materials to assist them with language acquisition, transitioning to a new system and acquire strong comprehension skills. Our newcomers receive language support in their instruction which is focused on providing them with strong content based skills that could eventually transfer to English. Our newcomers are not excluded from any predictive testing and the teacher receives item skill based data to review and align instruction to help prepare students for the eventuality of taking the NYS ELA.

ELLs receiving 4-6 years of ESL if applicable receive an extension of services if they are not making progress because of their status as a SWD, difficulties in Reading, Writing or if they are at-risk and requiring intensive interventions.

Long-Term ELLs receive NYSESLAT test prep and data proves that the main weakness is in reading.writing so the ESL teachers and other content teachers use this information to plan accordingly.

Once a student attains proficiency on the NYSESLAT, they are considered a Former ELL. Our Former ELLs receive support from the ENL teachers. The ENL teachers use the RMSR report from ATS to identify Former ELLs who are in the transitional stage. They reach out to these students and their teachers to access what areas still require remediation and instruction. They are given discontinuation letters to explain to parents that they are no longer entitled (or mandated) for ENL but that we will continue to support their needs. We meet with teachers to determine their needs and allow them to receive test accommodations for an additional two years. Our ENL teachers also monitor their progress.

All of our scheduling is done to be as least restrictive as possible for all of our student populations. Our free standing ENL students spend all of the day with their peers in heterogeneous classes.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Due to the fact that this is a new policy, there is no past practice or school procedure already in place. However, should this situation arise, we will follow the guidelines in the English Language Learner Policy and Reference Guide. Between 6 and 12 months from the re-identification decision, student work will be reviewed to see if there are any adverse changes to the level and/or quality. A discussion with the parents as well as with all teachers this student comes in contact with, will be conducted for input based on changes observed. Should such situation occur, additional support services must be provided to this student and the determination may be reversed based on consulting with all parties involved.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In addition to using the Teachers' College curriculum for ELA and in Math CMP-3, teachers use a variety of strategies such as: differentiation of materials, scaffolding and modeling. Teachers use visual supports and teach students about cognates, as well as idioms. We use Common Core Math grade level books that are available in Spanish.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We are in the process of altering our schedule however, we have many ELL-SWDs in the least restrictive environment and thus are able to provide ENL and SETSS support. We also have counselors and teachers who are also bilingual and can do additional assessments to determine what the least restrictive environment for ELL-SWDs. In our school, we have a variety of classes in which we can place our ELL-SWDs. For example, they may be placed in a general education classroom, an ICT class, or a self-contained class. At all times, the ENL teachers align ENL instruction with students' IEP goals. Criteria used to place ELL-SWDs in ICT or self-contained classes is dependent on students' IEPs. If the IEP indicates that students must be in an ICT or self-contained class, the ENL teachers ensure that those students still receive their services.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

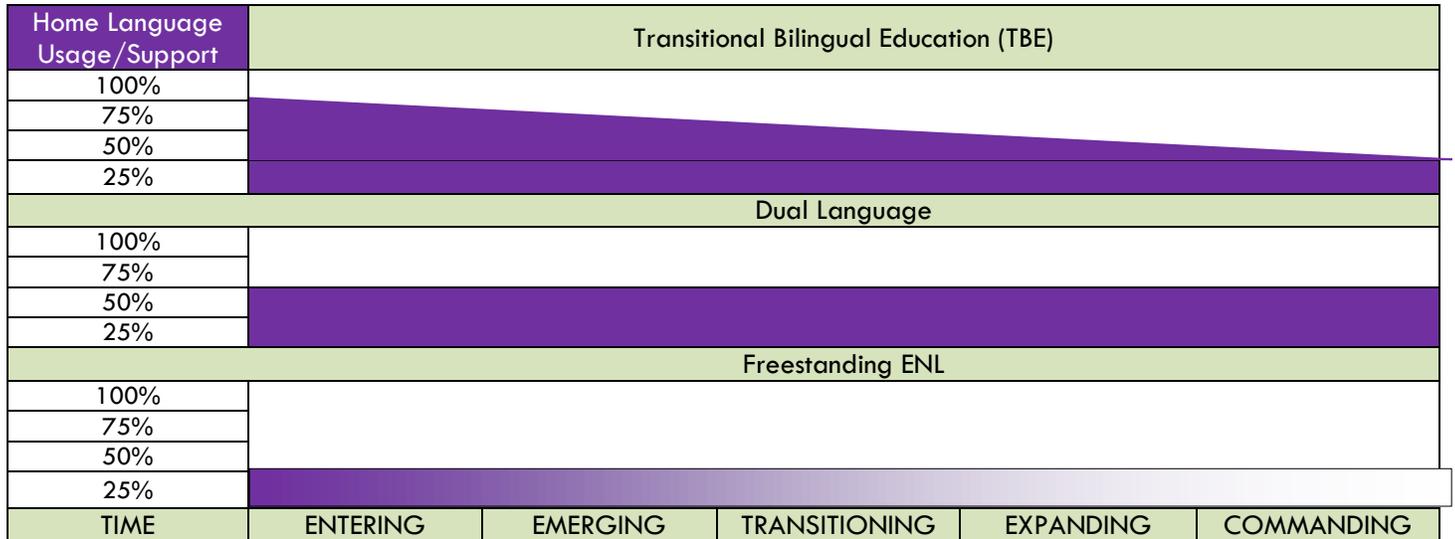


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. For 2015-2016, all students, including ELLs, will receive 12 periods of instruction in ELA and 8 in math a week. During the increased ELA block, there are additional supports which include Book Clubs led by City Year core members in a 4 to 1 student ratio. In addition, they are invited to attend after-school academic programs and Saturday programs. ENL teachers also have City Year Core members who are recent college graduates and can provide intervention in class. ENL teachers also have 5 PA periods a week to work with ELLs and non-ENL licensed teachers of ELLs. Our ELLs also receive additional support during the school day and after school. The Academic Intervention Services offers services to all our students who are at risk. These students are served by a teacher skilled in providing support in ELA and Math and all the computers are also stocked with programs to help build skills in ELA and Math. We plan to use our Expanded Learning Time to provide additional instruction for all students in the ENL program, the special education students, and those at-risk of not meeting State standards. Math interventions are offered during the school day as well as after school and on Saturdays in English and Spanish. Science interventions – We are an Urban Advantage and offer students trips to museums to make science come to life. We have HS interns work in our ELL Science classes two days a week to support beginner students. Social studies interventions are provided by the Social Studies content teachers but the ENL and ELA teachers plan interdisciplinary units to expose students to non-fiction. Title III funds will also be utilized to provide intensive small group instruction, including instruction in the students' native language, which will occur after the regular school day.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based on the 2014 - 2015 school year data, the decision was made to change our ELA, Math and Science curriculums. We are currently using Teacher's College Reading and Writing Curriculum, Engage NY Math Curriculum and Inquiry Science Curriculum. Assessments used are built into the curriculum and curriculum calendars and incorporate Pre and Post Assessments to measure student growth. Teaching practices within the curriculum include ESL scaffolds and techniques. For examples, sentence starters, sentence frames, cognates, anchor charts, graphic organizers as well as word walls to support learning and language needs. Student discussion is highly encouraged with the emphasis of discussion sentence starters as support. Our data demonstrates that students in Free Standing ENL programs outperform students in the former TBE program. While most of our students in the Free Standing ENL program have been in the country longer, the data demonstrates students do better with strong content teachers. We find the same occurs with our Special Education population and we work to immerse students in the least restrictive setting as often as possible. Our ENL teachers push into the Self-contained Special Education classes to provide additional support. According to the data we received for the 2015 NYSESLAT, our students fall into the following ranges: Entering - 31 students, Emerging - 13 students, Transitioning - 9 students, Expanding - 21 students, and Commanding - 6 students.

We also use results from the NYS ELA examination, end of unit assessments, and formative assessments, including daily classwork, in order to drive future instruction in both content and language development.

We use the ELL periodic assessment, several times throughout the year to gauge student growth in both content and language development. In addition, we are using the Fountas and Pinnell Running Record system to assess student reading levels and growth and the data is reviewed to see how we are meeting the needs of our ELL population.

Teachers are made aware that they have ELL students at the beginning of the school year by the ENL teachers as well when new students are registered throughout the school year.

12. What new programs or improvements will be considered for the upcoming school year?
We are not considering new programs at this time.
13. What programs/services for ELLs will be discontinued and why?
We do not plan to discontinue any programs/services for ELLs, however we have not found any suitable replacements for bilingual teachers to teach the demands of rigor of the Common Core Learning Standards in Spanish in the different content areas.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We seek to be inclusive to all students regardless of their language status or whatever the case can be. We want to see all students succeed and attempt to put in place all we can to support our students. We strive to be a place in the community that is warm and welcoming. To that end, we posted signs in several languages and have staff that can assist with some of the higher incidence languages (Spanish, Haitian, French, Arabic, etc). We hold Open House events and send out notices, as well as calls, in English and Spanish. We make it clear to all students, including ELLs, what is expected from them and what services are available to them. ELLs are included in all parts of school programs and activities. We are also using Title III funds for culturally relevant trips for our ELLs and immigrant population. In addition, we offer Title III after-school and/or Saturday programming for ELL students to provide them with additional direct instruction. Title III funds are used for our ELLs with 1-5 years of ENL (including those with extensions of services) and Title I for our Long-Term ELLs. Teachers can provide after school programming or instruction on Saturdays. ELLs are invited to attend after-school with our program partner, City Year/SONYC which offers Homework Help, a variety of clubs, and sports related activities.

In addition to City Year's after-school program, all students, including ELLs, participate in Extended Learning Time (ELT), which

affords teachers the opportunity to provide students with additional literacy support. ELT is an additional hour of support that begins immediately after the regular school day.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ELLs are supported in the core content areas through a variety of instructional materials such as native language materials (i.e. Spanish mathematics textbooks for Spanish speakers) and access to technology such as Google Translate. Newcomer ELLs are also supported through phonics instruction so they can learn the language. They also receive scaffolded instruction in order for them to access the curriculum.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We also provide Native Language Materials for the content areas such as textbooks for Science, Math, and Social Studies in English and Spanish. We also order native language novels, texts and books for students. Classrooms also have bilingual dictionaries.

In addition to providing ENL classes, we make every attempt to hire bilingual speaking math teachers to support ENL students. Native language support for beginner ENL students is given by City Year Core members and bilingual HS interns in all content classes except for ENL. Our Social Studies and Science teachers collaborate with our ENL teachers to design strategies or differentiated instruction for our ELLs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We offer a variety of resources that correspond to the varying age levels of our ELLs. We also buy books that support our leveled libraries and look for novels that are high interest and low readability. All classrooms are technology rich and all core subject rooms contain projectors, Smart boards, laptops and classroom desktop computers. All students have access to web-based technologies such as Study Island, School Net and Performance Series.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We make several efforts in order to assist newly enrolled ELL students before the beginning of the school year. In June, we reach out to parents of our incoming 6th grade class using Blackboard Connect (a web-based calling service) sending out messages in English and Spanish to invite them to see the school in June. At that event, we have rooms set up to speak to parents in English or Spanish about what they can expect for September. In addition, every student is given a workbook in English (with directions in Spanish for students and parents to understand) which gives them a preview of the academic content of their next grade. Parents of newly enrolled ELL students are given our Parent/Student manual with our Parent Coordinator contact information. Our school is open throughout the summer and we always have our Parent Coordinator and other bilingual staff members on hand to answer questions about registration and school rules, procedures, dress codes, etc. Welcome letters are sent home to students in English and Spanish along with contact information and our website address so that parents have a variety of ways to access information from the school.

19. What language electives are offered to ELLs?

Language electives are not offered at this time but will be considered for the 2016-2017 school-year.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Teachers of ELLs (Mrs. Klein and Mr. Powell) will attend professional development provided in school as well as outside the school on a monthly basis. Teachers of ELLs will attend Professional development provided by the NYC ELL department and our current Borough Office. All other clusters teachers of ELLs will also attend Professional development provided in house and by the Department Of Education ELL department. Such professional development will include utilizing ESL strategies in Math, Reading in all content areas, incorporating the Common Core language standards when planning, and scaffolding effective lessons using ESL strategies. Teachers will also attend a series of workshops that will focus on discussions and questioning techniques in all subject areas aligned to Common Core Language Standards provided by administration, the school, and the network team. Throughout the school year, we provide the mandated 50% of ELL PDs for ENL providers and 15% of ELL Pd for all other staff members. Teachers attend ELL pds provided by certified ESL in house staff, and attend network/central office of ELLs Professional development. Professional development opportunities for all staff include a combination of in-house and contracted services targeting instructional practices and methodologies designed to meet the needs of the ELL students. For example, Teach Like a Champion Strategies (September), ESL Strategies (February), Curriculum Mapping to include ESL Strategies and monthly Generation Ready PLC meetings (ongoing).
PD topics include multidisciplinary approaches, thematic units and differentiated instruction in the ESL classroom. Math teachers have attended PD from Generation Ready that targets needs of ELLs and strategies which they turnkey to their team. ENL teachers have received support on incorporating ELL supports in the Balanced Literacy Workshop model.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers of literacy, including ENL/Bilingual Teachers have received training on the balanced literacy model and collaborate on resources in planning sessions. ENL teachers also receive support from the administration to discuss the specific needs of ELLs and to order specific materials/books/native language supports for their students. In addition, ENL teachers attend Professional Learning sessions offered by the district, as well as the NYC DOE, several times throughout the year. This information is then turn-keyed to the rest of the staff so they can best support ELLs' learning as they engage in the Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teachers are involved in planning with fellow department and grade members. In addition, the principal, Mr. Richard Hallenbeck, will send other staff members, such as guidance counselors, to professional learning sessions offered by the NYC DOE, as they become available, so they may assist ELLs as they transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We offer the training throughout various key points in the year to ensure that the importance of serving ELLs is never forgotten. The training is split during both Professional Development Staff days (November and June) and weaved in throughout our weekly Monday Professional development sessions so that all staff (Assistant Principal, ENL coordinators, common branches teachers, subject area teachers, paraprofessionals, ENL teachers, guidance counselors, special education teachers, psychologists, speech therapists, secretaries, parent coordinators) receive this required training. We will continue to contract with Generation Ready as well as any PD in P-Weekly to offer specific training for our administration, school secretary and guidance staff on the intake of ELL eligible students, issues concerning ELLs, promotion criteria of ELLs, etc. All documentation of training (agendas, attendance sheets) is maintained by the Principal in the Main Office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

For 2014-2015, the new UFT contract allowed for specific Parent Outreach events and meetings on a weekly basis. ENL teachers will continue to use that time to conduct parent outreach to parents of ELLs to discuss goals. As we have several Spanish speaking staff available for translation. Teachers have also been provided with the helpline number that also provides translation services for most languages.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Flyers and invitations for Parent Program meetings are kept by the ENL department in an ELL Compliance binder, located in Mrs. Klein's (our ELL Coordinator) room. Teachers keep individual logs of meetings which they can enter in Skedula, our online gradebook, which also allows for teachers to report on grades and progress, as well as enter behavior logs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We have been working to improve parent involvement and participation across the board. We have two bilingual family workers who constantly reach out to parents by phone or in person by conducting home visits. We constantly have parents in the school for a variety of reasons and work to meet their needs. They come in for school letters, to visit the Parent Coordinator, use the Parent Resource Center, to visit attendance, to meet with teachers or to meet with the Assistant Principals, Deans, Special Education Supervisor, School Psychologist, Social Workers and other support staff who are also bilingual. We also use an automated phone messaging service to send out important messages or reminders in English and Spanish.

We consistently encourage the parents of our ELLs to attend meetings with their children's teachers, especially on Tuesdays during Parent Engagement time, when they are able to meet with all of their children's teachers simultaneously to receive current information regarding their children's academic and language acquisition progress.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Both City Year and our School Based Mental Health Partner, The Promise Zone, are housed in the building and provide a variety of services to students and families. They have staff that speaks English and Spanish and they conduct family events and outreach services. Neither agency makes a distinction whether students are ELLs or not and provide services to all students in need.

5. How do you evaluate the needs of the parents?

In order to evaluate the needs of parents, we use an automated phone service for informal surveys or bilingual notices with tear off sheets that parents can return with their children. When parents express questions or concerns to our Parent Coordinator, he brings those issues to light with the school administration to help forge solutions. We also have an Open Door policy and parents are able to meet with the school Principal or Assistant Principals as any time. We carefully review parent responses on the Learning Environment Survey. For the 2014-2015 school year, less than 30% of our parents responded and we expect to raise that rate. We work diligently to reach out to all students parents/guardians and believe our response rate emphasizes the rapport we have with parents and their belief that they have a voice in our school.

Findings reported that over 60% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand, we ensure all correspondence and automated calls are in English and Spanish. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to ensure that our school website provides information in Spanish, we also provide computer training to parents yearly to teach them ways to translate documents or websites using Google translate. We have many staff members on hand to provide for oral interpretation whenever the need arises. All communications between the school and our families will be provided in both Spanish and English. We provide all informal and formal reports of student progress in both Spanish and English to keep parents informed of their child's results on formative and summative assessments. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE). This underscores our desire to let parents know that we want them to be involved and that we have many translators available to allow all of our parents to have a voice in the school.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are always bilingual and meet the needs of the parents because they are centered around their main concern, their children. We hold many events to celebrate student success and parents of ELL's are always in attendance during our Honor's Breakfasts held once every marking period, Senior Awards dinners and graduation. To promote greater involvement of parents of our ELL population, our Parent Coordinator and Data Specialist, who are both bilingual, reach out to

parents to attend training on Saturdays and during Parent Teacher Conferences. Topics include, but are not limited to, how to access our online grade book to monitor their child's progress, how to help your child succeed as readers and writers, and presentations of our curricula and materials.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: James M. Kieran**School DBN: 08X123**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Hallenbeck	Principal		12/16/15
David Rodriguez	Assistant Principal		12/16/15
Radames Robles	Parent Coordinator		12/16/15
Karina Klein	ENL/Bilingual Teacher		12/16/15
Isaura Valentin	Parent		12/16/15
Andrew Powell	Teacher/Subject Area		12/16/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rosa Bracetti	School Counselor		12/16/15
Dr. Karen Ames	Superintendent		12/16/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X123** School Name: **IS 123**
Superintendent: **Dr. Karen Ames**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We also distribute the Preferred Language Form to each family and check it against the ATS Home Language indicator. We run reports on ATS regarding the Home Language to use when distributing paperwork to parents. The data used to access our school's written translation and oral interpretation needs include data found from a variety of sources. The parent surveys and parent selection forms gathered from student permanent records and from those filled out by parents when students entering the NYC schools for the first time. We also utilize information gathered from Part III of the Home Language Survey (HLIS), ATS reports, Student Emergency Contact cards, Language Allocation Policy, the School Parent Compact, and the School Parent Involvement Policy. We met with parents on Back to School Night. We also did an assessment of our HILS and are inviting parents to several ELL Orientations. The policy of I.S. 123 is to provide all parents with written translation and oral interpretations through all means available to us.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Findings reported that over 60% of our families needed information in a language other than English (Spanish), in order to ensure that the primary caregiver was receiving appropriate and timely information in a language they could understand. We made this information available to our Parents Association, the parent members of our SLT and to the entire school community through a letter (English/Spanish) backpacked to all parents and also mailed home to alert them to the monthly provision of a school

newsletter summarizing events and important issues for the school community. We also use an automated phone/email service that can translate school messages in several languages so that all parents are informed of important events or emergency information. We are also working to provide a portal on our school website (<http://is123bx.wikispaces.com/>) that provides information in Spanish. We have many staff members on hand to provide for oral interpretation whenever the need arises. Other languages include: French, Wolof, Twi, Italian and Arabic. We have staff that speak French and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Typical documents include:

Calendars

Letters home to parents (announcements for events, school closures, letters from Principal regarding policy and procedures)

Parent/Student Handbook

Grade level newsletters

All communications between the school and our families will be provided in both Spanish and English. In addition, we send grade level monthly newsletters, also provided in Spanish and English, announcing important upcoming events or issues. Also, we will provide all informal and formal reports of student progress in both Spanish and English, and always have bilingual staff on hand to interpret for all meetings. All written translation is provided by our own in-house staff (who have also served as translators for the Region and for NYCDOE).

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have four parent teacher conferences throughout the year (September, November, February, May) as well as weekly conferences for Parent Outreach on Tuesday afternoons. The PA/SLT meet once a month at a minimum.

We also have a Family Game Night, Career Day and a community fair each year.

In addition, we have annual Mandated Individual meetings with parents of all ENL students throughout the year.

Furthermore, we have numerous staff (school aides, family assistants, our Parent Coordinator and all guidance and social work staff) who reach out to parents on a daily basis. Many of our staff are available to provide translations in Spanish.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents such as Handbooks have been sent to the Translation and Interpretation Unit. However, they have a word limit.

Letters and flyers are translated by staff such as the Parent Coordinator or Family Workers. Google translate provides quality interpretation support as well for all written documentation. Fortunately, our staff members have been very willing to help out by providing written translations whenever possible.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided by building staff in Spanish, French, and Arabic, During parent teacher conferences we have staff available for on-site interpretation and we provide teachers and parents with the number for over-the-phone interpreters to use with other languages.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The administration will send an email to staff for the Over-The-Phone translation services. Posters are visible in the entry and main office for language services. The Language Coordinator who is the Parent Coordinator, will also distribute any guides and cards that are sent to the school. He can inform parents during all weekly and monthly parent events of all the services available. In addition, a professional learning session will be held for staff members exclusively on translations and interpretation services. Also, all staff members receive a copy of the "I Speak" card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

As noted above, translation services are available daily in Spanish. All communications are sent out in Spanish and English to our families, together with the announcement given in several languages provided by the Chancellor's Office on where to go to get materials translated into a language other than Spanish. We also use DOE websites (intranet and <http://dfoforms.nycenet.edu/forms/>) to access forms in Spanish and other home languages.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Coordinator will survey parents during parent conferences (September, November, February and May) to gather feedback as well as to hear their concerns or receive suggestions. In addition, we will schedule a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on ways to improve communication and availability of translation services.